



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

176	Elementary schools (includes K-8)
29	Middle/Junior high schools
62	High schools
	K-12 schools
<b>267</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 11490

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 18 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7			0
1			0	8			0
2			0	9	77	104	181
3			0	10	94	106	200
4			0	11	46	80	126
5			0	12	50	100	150
TOTAL STUDENTS IN THE APPLYING SCHOOL							657

6. Racial/ethnic composition of the school: \_\_\_\_\_ % American Indian or Alaska Native  
 \_\_\_\_\_ 12 % Asian  
 \_\_\_\_\_ 47 % Black or African American  
 \_\_\_\_\_ 16 % Hispanic or Latino  
 \_\_\_\_\_ % Native Hawaiian or Other Pacific Islander  
 \_\_\_\_\_ 25 % White  
 \_\_\_\_\_ % Two or more races  
 \_\_\_\_\_ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
(3)	Total of all transferred students [sum of rows (1) and (2)].	35
(4)	Total number of students in the school as of October 1.	659
(5)	Total transferred students in row (3) divided by total students in row (4).	0.053
(6)	Amount in row (5) multiplied by 100.	5.311

8. Limited English proficient students in the school: 5 %

Total number limited English proficient 35

Number of languages represented: 8

Specify languages:

Albanian, Spanish, Vietnamese, Chinese, Cambodian, Arabic, Lao

9. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 657

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Because of the large percentage of students eligible to receive free lunch, the Franklin Learning Center has been declared a universal feed school where 100% of the students are eligible to receive free lunch. The actual percentage of students from low income families is 73%.

10. Students receiving special education services: 5 %

Total Number of Students Served: 36

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>7</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>15</u>	<u>3</u>
Total number	<u>59</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	90%	90%	89%	88%	89%
Daily teacher attendance	96%	97%	96%	95%	96%
Teacher turnover rate	8%	11%	14%	23%	13%
Student dropout rate	2%	0%	0%	0%	0%

Please provide all explanations below.

The student daily attendance rate is below 95% because students come from all parts of the city and must travel great distances. Inclement weather and family responsibilities reduce the attendance rate. By design the students are able complete work at home and demonstrate competencies when present in school.

Teacher turnover rate 2006-2007: 2 retirements, 1 vacancy, 1 move out of state.

2005-2006: 5 retirements, 2 resigned, 1 change to satisfy the requirements of vocational certification for new program, 1 promotion. 2004- 2005; 2 moved to another state, 1 retirement, 1 drop due to enrollment reduction.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	144	
Enrolled in a 4-year college or university	69	%
Enrolled in a community college	25	%
Enrolled in vocational training	2	%
Found employment	2	%
Military service	1	%
Other (travel, staying home, etc.)	1	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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The Franklin Learning Center (FLC), created in 1974, established a sharp break from traditional education. It is a criteria-selected magnet high school with a site-selected faculty.

### Mission

The Franklin Learning Center provides a multi-cultural environment emphasizing the areas of health, communications, technology, the arts, and humanities, in preparation for college and careers. A paramount consideration is to instill in students the importance of independent learning and the application of higher-level thinking skills. FLC strives to develop life-long learners and responsible citizens in a safe and secure atmosphere.

### Vision

The staff believes that every student can achieve proficiency. Because of the school's continuous progress, competency-based curriculum, all students succeed. Students receive numerous opportunities, additional learning time and higher-order thinking strategies to achieve mastery of subject matter. Our underlying philosophy of support for the individual incorporates an understanding of his/her talents, interests, constraints, and goals. Through collaboration between parents and staff, FLC focuses all resources to help students achieve their full potential.

Traditions include talent shows, winter and spring concerts, dance recitals, community service, extracurricular activities, competitions, humanitarian efforts, sports, and enrichment

Milestones include the 1992/1993 Blue Ribbon School Award and twice identified as a semi-finalist in this program, and designated a Distinguished School in Pennsylvania on three occasions.

The community surrounding FLC consists of low income housing reflecting varying degrees of poverty. Some efforts, however, are in progress to improve the community. Located in North Central Philadelphia, an area known for its crime and surrounded by schools in corrective action, the building is more than 102 years old. Despite this, parents are eager to send their youngsters to FLC, notwithstanding considerable travel. Annually, the school receives over 3,000 applications for admission. Because of high levels of parental satisfaction, enrollment is at capacity with a waiting list. Results from a May 2009 school district survey of parent indicated that 87% of FLC's parents/guardians are satisfied with FLC's commitment to them and their children. Additionally, 71% reported that their children are safe in this school; 84% stated that problematic school climate issues never or rarely occur at FLC. Although 100% of our students are economically disadvantaged, more than 95% of our graduates enroll in post-secondary education.

FLC serves a diverse population of 657 high school students: 25% White, 12% Asian, 16% Hispanic, and 47% Black. An English Language Learners (ELL) program serves 35 students from around the world. Our school successfully educates 36 students with various learning disabilities and 64 mentally gifted students. The school draws its strength from the organization of the curriculum. (See Part V for detailed description.)

Some school accomplishments include:

- A \$7 million grant from the Magnet School Assistance Program to integrate Project-based Learning and digital technology.
- Lockheed Martin trains and guarantees employment for students in IT apprenticeships, paying them a salary and tuition through the Masters Degree.
- The only school in Pennsylvania with 100 % of its students scoring advanced on the National Occupational Competency Testing Institute exam in Health-Related Technology.
- Varsity basketball teams reached semi-finals and final competitions for 17 years, winning two city championships.

- Health Occupation Students of America (HOSA) organization represented at the state and national levels for numerous years.
- Red Cross Club is a model chapter for Southeast Pennsylvania.
- Mock Trial Team participated in the State Finals, 2005 and 2007; Philadelphia Semi-finalists for six years
- U. S. News and World Report list FLC as one of the best high schools in the nation for 2010.
- Over \$1 million in scholarships received annually (excluding loans and grants).
- Dual enrollment with local colleges and universities.

The Franklin Learning Center's unique design awards credits based on competencies. It was the first in the city to establish small learning communities, ungraded curriculum, mixed level homerooms, and no GPA's. Students can graduate early while still receiving multiple college acceptances. The School District has adopted many of the FLC innovations described above.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Adequate Yearly Progress (AYP) for high schools measures graduation rates, test participation, and academic performance on standardized test scores. In Pennsylvania, academic performance is measured by the Pennsylvania System of School Assessment. Performance levels of the Pennsylvania System of School Assessment (PSSA) are reported in the following categories: Advanced, Proficient, Basic, and Below Basic. The performance level that demonstrates “meeting the standard” or reaching proficiency is the percentage of students scoring at the combined Advanced and Proficient levels. The graduation target is 80%. In 2009, the state target for meeting Adequate Yearly Progress (AYP) was 63% proficiency in Reading and 56% in Mathematics. The web site for further information on the state assessment system is [http://www.portal.state.pa.us/portal/server.pt/community/school\\_assessments/7442](http://www.portal.state.pa.us/portal/server.pt/community/school_assessments/7442).

For five years, our student population consisted of two subgroups, Black/African American and Economically Disadvantaged. Subgroups in Pennsylvania consist of 40 or more students. Franklin Learning Center has shown a positive five-year trend, progressing from “Making Progress” in 2004-05, to exceeding state standards for AYP in the following four school years. In Reading and Mathematics, the percentage of students achieving at the Advanced and Proficient levels on the PSSA have increased with each administration of the test. From the 2004-05 to the 2008-09 school years, a significant percentage of students progressed from Basic or Below Basic to Advanced or Proficient Levels. Over a five-year period, the total gain in Mathematics was 41% and the total gain in Reading, was 23%. Gain scores for our student subgroup, Economically Disadvantaged, are the same as those of the overall student population. For our Black/African American subgroup, the achievement gains are even more dramatic with a total five-year gain of 56% in Mathematics and 17% in Reading. Over five years, the White subgroup was the only additional subgroup with more than 10 students. For the White subgroup, the total five-year gain in Mathematics was 25% and 26% in Reading. Disaggregated data reveals only four years’ data for the Hispanic/Latino subgroup, with a total gain of 46% in Mathematics and 26% in Reading. Our graduation rates for the past five years have been 100%.

To help all our students achieve, we continually plan strategies to increase the number of students reaching proficiency. In 2009, 78% of all students scored at the Advanced or Proficient levels in Reading and 75% scored at the Advanced or Proficient levels in Mathematics, thus exceeding the state AYP target by 15% in Reading and 19% in Mathematics. Nevertheless, the number of students scoring Below Basic in Reading increased in 2009 from 2% to 6%, while the number of students scoring Below Basic in Mathematics decreased from 11% to 8%. To address this issue, Franklin Learning Center created an action plan, focusing specifically on raising the achievement of students scoring on these levels.

Focusing on using data driven instruction and setting high expectations for all students contributed to our gains in Reading and Mathematics. Our priorities included the following: targeting our students’ strengths and weaknesses using various data sources, expecting proficiency in all content areas, infusing technology into the curriculum, and differentiating instruction. Teachers analyze their classes’ results from the district’s quarterly Benchmark tests and the new, Acuity Predictive examinations. Students in grades 9 through 11 take these new assessments twice a year to predict their performance on the PSSA. Aligned with the Pennsylvania Standards, these assessments reveal areas where teachers should focus their instruction. Moreover, teachers gather information through ongoing classroom assessments, observation, work samples, interviews, and a review of their students’ credit attainment, and attendance to plan interventions. Requirements for graduation exceed the School District requirement of 23.5 Carnegie units. Our students must earn the equivalent of 24 Carnegie units. Our unique roster increases instructional time, providing students with .3 or .4 Carnegie units in PSSA, PSAT and SAT test preparation in all English and Mathematics classes. Through teacher collaboration, rigorous courses, and high expectations, Franklin Learning Center achieved this five-year trend of continuous

improvement in PSSA scores. Our goal is to assure that every student learns and to help all students achieve proficiency.

## **2. Using Assessment Results:**

In 2004, FLC expanded our PSSA preparation for students. The school identified our students' academic needs by first analyzing our data from AYP, Pennsylvania Value Added Assessment System (PVAAS), PSSA, Benchmark tests, and Acuity Predictive examinations then devised a plan of action to improve any areas of weakness. Some areas of weakness for our students were answering open-ended questions and comprehending informational text. We address these weaknesses by incorporating test-taking skills into the Learning Activity Packets and modeling how to answer open-ended questions through constructed responses. Other teaching strategies included using graphic organizers, and comprehension constructors, and teaching Preview, Analyze, and Connect strategies and specialized vocabulary in all content areas.

We changed from integrated mathematics to the traditional sequence based on the district's Core Curriculum for all courses and added three additional Advanced Placement courses, encouraging rigorous instruction. Using data from the assessments listed above, teachers embed test preparation, and problem solving connected to real life applications into their lessons, beginning in grade nine. All courses integrated mathematics and reading skills into their planning and instruction, especially comprehension of informational text and summarizing and synthesizing. Resulting from collaboration among teachers, FLC added mini-courses in scientific math in all science classes, and data analysis and graph interpretation in Social Studies. When solving problems, Mathematics teachers required students to explain their reasoning in short paragraphs.

The principal and teachers regularly review Benchmark, PSSA, and AYP data, students' credit reports and Comprehensive Student Assistance Process (CSAP) to improve student and school performance. After each administration of Benchmark tests, teachers and students reflect on results and submit their reflections to school administration. Working collaboratively, teachers use data to revise their Learning Activity Packets, targeting areas of concern in student achievement. Through Studentnet, an online school district database, students can access, reflect upon, and plan to improve their Benchmark performance, attendance, behavior, and standardized test scores, giving students a voice in their learning.

## **3. Communicating Assessment Results:**

The Franklin Learning Center communicates academic progress to parents, students, and teachers a minimum of eight times a year. Parents receive eight reports with accompanying teacher comments throughout the year and five newsletters. Each year, the principal writes four letters to parents explaining assessment results for the school, comprehensive student progress reports with information about academic standing, availability of tutoring, Saturday school, and additional enrichment options. Students and parents receive information about the PSSA testing and explanation of their scores. During our home and school association meetings, the principal explains assessment results with parents and provides them with additional updates and expectations during Back to School Night, report card conference sessions, ninth grade orientation, as well as individual meetings and consultations by phone and in person. The principal sends a letter to parents notifying them of testing schedules and preparations. Following the PSSA, advisors distribute and explain PSSA results to students during homeroom period. Counselors send parents newsletters four times annually regarding registration for the PSAT, SAT, and the ACT. Additionally, counselors meet students individually, in classrooms and group settings to register students for various assessments and review their scores. Parents can also access their children's standardized test scores and Benchmark and Predictive test results at any time through Familynet, an online school district database for parents.

FLC displays the AYP results of the school and results from the PSSA in the main foyer of the school. During student recruitment, the Dean of Admissions visits approximately eighty middle schools, explaining FLC's AYP status and our school's assessment results. The school can create additional reports for individual

students and teacher leaders to examine student progress and determine academic eligibility for extracurricular activities, honors, and tutoring. The organization chair prepares senior contracts five times during the senior year to keep parents, students, and academic deans detailing student progress and needs. CSAP meetings are also used to support students and inform parents of assessment results.

#### **4. Sharing Success:**

We share our successes with parents through our newsletters and displays throughout the school. FLC provides incentives and awards for students achieving honor roll or perfect attendance, and for scoring at the advanced and proficient levels of the PSSA. The principal and other staff members regularly share our accomplishments with the following: members of the Magnet School Assistance Program and Vocational Occupational advisory committee; members of the mini-school advisory committees, members of universities and businesses such as Drexel University, Temple University, Community College of Philadelphia, and representatives of businesses serving on these advisory committees. The principal has shared strategies with colleagues at monthly regional principals' meetings and at informal gatherings. Other schools in the district have adopted our test preparation model and have achieved AYP. Each year the principal shares strategies for success with doctoral students from East Stroudsburg University and reports to a larger community in his capacity as chairperson of Drexel University's academic support advisory committee. Teachers share best practices at regional meetings and conferences. During May 2008, the Chief Academic Officer for Philadelphia School District asked for all curricular materials and assessments developed at FLC to be shared for use in the district wide summer school program.

In the event that our school is awarded Blue Ribbon School Status, we will organize a major celebration, inviting alumni, parents, students, and university and business partners. We will also create a booklet documenting our strategies and share this information across the state. The recognition as a Blue Ribbon school for a second time, -FLC was awarded Blue Ribbon status for the 1992-1993 school year- will be a first for the School District of Philadelphia and an accomplishment worthy of media coverage and replication throughout the city and state. A video will be made and placed on our web site, highlighting aspects of test preparation and academic success.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The School District of Philadelphia's Core Curriculum aligns instruction with the Pennsylvania State Standards and ensures complete coverage of these standards. FLC consists of two mini-schools, Health/Science Humanities and Technology/Performing Arts, as preparation for different career paths. All Core Curriculum courses meet National Standards for their respective content areas. Core Curriculum courses include the following: English 1-4; World, American, and, African-American History, Social Studies; Algebra 1 and 2, Geometry, Pre-calculus; Physical Science, Biology, Chemistry, Physics, Anatomy & Physiology; Spanish 1- 4, and French 1-4. Other courses offered are Introduction to Technology, Business Technology, Information Technology, Radio-TV, Health Science, and Health Related Technology 1 - 2; Art, Dance, Drama, Instrumental/Vocal Music; Health & Physical Education; Electives Art Appreciation, Music Appreciation, Business Law, Computer, Environmental Science, Creative Writing, Freshman Seminar, Journalism, Scientific Math, SAT/PSSA Test Preparation. FLC offers the following Advanced Placement courses: English Language & Composition, Literature & Composition, Calculus, Biology, Computer Science, and Studio Art. All students take two years of the same World (Foreign) Language, and complete senior multidisciplinary projects, and community service credits. Students with learning disabilities or physical disabilities participate fully in the general curriculum, with additional support.

Experimental status, granted by the Commonwealth of Pennsylvania in 1974, has allowed us to create a competency-based, continuous progress curriculum, meeting the educational needs of all students, while still meeting National Standards for each content area. Our school measures student progress through course mastery at the 80 percent level or higher, rather than by the Carnegie Units. Students earn FLC credits at a rate commensurate with their abilities and efforts. This concept of mastery learning forms the core of FLC's identity and student success.

The curriculum consists of hundreds of mini-courses designed by teachers in a Learning Activity Packet (LAP) format. A LAP is a mini-course, equivalent to one-tenth credit of a credit, with each course containing 10 LAPs or mini-courses. Every LAP includes formative and summative assessments, an introduction, objectives, standards, vocabulary, activities, resources, timelines, and projects. This instructional management system promotes maximum flexibility in addressing several areas: student progress, varying ability levels, inconsistent attendance, and participation in programs outside the school. For example, some students are able to complete four years of high school work in three. Others can enroll in courses at local colleges while still in high school. Highly motivated students may test out of a course/mini-course by demonstrating proficiency on a pretest. English Core Curriculum using a thematic approach explores a variety of literature through a critical lens, making connections between text and self. Using National and Core Standards and Anchors, teachers create a vibrant, challenging, student-centered curriculum. Mathematics Core Curriculum promotes student engagement and application of math concepts in real world scenarios. Students complete required courses at their own pace. Science Core Curriculum ensures an understanding of the natural world, principles, and laws used to explain and predict natural phenomena, and events. Each course adds rigor by challenging students' critical thinking skills through rubric activities, hands-on lab experiments, and open-ended analytic problem solving. Social Studies Core Curriculum focuses on increasing students' ability to understand and question the events and ideas taking place in an increasingly global society. Teachers integrate reading, writing, and thinking skills into the curriculum. Foreign Language Core Curriculum primary goals are learning to understand, speak, read, and write in either Spanish or French, with an emphasis on cultural authenticity and awareness. From everyday conversations to seeking information to expressing opinions, our courses introduce students to the world of real language in real situations. Teachers use observation, work samples, interviews, and district quarterly assessments as tools for individualizing instruction. Visual and Performing Arts foster higher order thinking and creativity. Students write scripts, perform musical pieces,

participate in dance master classes, and create or exhibit art. Many projects and performances are interdisciplinary, yet artistic.

## **2b. (Secondary Schools) English:**

(This question is for secondary schools only)

FLC has strengthened the English curriculum over the years to provide all students with a firm foundation for reading, writing, thinking, and speaking. Reading/writing in preparation for taking standardized tests is also emphasized. English 1 begins a close analysis of fiction and author's craft. This course lays the groundwork for more challenging literature and writing, encountered in upper level English courses. English 2 focuses on literature from around the world. This course is thematic and accesses literature from various world cultures. The focus of English 3 is examining American values through its literature. Students use literary analysis as a tool to further their understanding of the evolution of the American identity. The English 4 course of study is designed to prepare students for learning through college and beyond. The capstone project for 12th grade students is multidisciplinary. It encompasses literature-based themes discovered through the year. All students receive differentiated instruction in a student-centered environment. Through the Project Based Learning initiative, all students can voice their choices, and use higher order thinking skills in incorporating technology to complete activities. Some of the results of incorporating Project Based Learning in the classroom include higher student engagement, additional rigor, and continued commitment of parents and community. Although the percentage of students scoring at advanced and proficient levels has increased each year at FLC, some students require additional support. There are many resources in place for these students to gain support and intervention needed to perform at grade level. Classroom interventions include tiered assignments, choice boards, the before, during and after reading strategies, and graphic organizers to help students increase understanding of the text. Choice boards consist of a list of activities based on different learning styles, giving students a choice and voice in their learning. FLC also utilizes programs such as Reading Advantage to help students who are reading below grade level. Programs such as Credit Recovery, Saturday School and after school tutoring are available to all students who may be struggling with reading comprehension in their core courses.

## **3. Additional Curriculum Area:**

**Math:** The scope and sequence of our mathematics program covers Algebra 1, Geometry, Algebra 2, Pre-calculus and AP Calculus. Students in grade 9 who enter our school at a below basic level in mathematics are required to take a Math Intervention course, parallel to Algebra 1. This course focuses on strengthening the students' basic mathematics skills to help them succeed on standardized tests in the future. In addition to Math Intervention, we also offer Saturday school and after-school tutoring for those students who need extra support. The focus of our mathematics program, following the schools mission, is to provide all students with a strong math background, empowering them to compete in today's job market and to meet the challenges of a technological society. We use data to individualize instruction for our students. That is, we analyze areas where students need improvement and modify lessons to improve these weaknesses. We work towards increasing PSSA, SAT and AP Calculus scores and increasing the number of students enrolled in upper-level math courses. Our teachers incorporate test taking strategies, as well as PSSA, SAT and AP style questions, into their lessons to help prepare the students for college, careers and life-long learning. Each math course offered at FLC has a Project Based Learning component. Teachers use real-life scenarios, problems and tangible examples of math to challenge students' problem solving skills. Students are asked to go beyond plugging in numbers to questioning and analyzing data. We connect the content material to real world applications for our students on a consistent basis. The courses integrate essential skills of reading, writing and critical thinking by using activities addressing skills, such as word problems, rubrics requiring written answers and class presentations. Other kinds of activities include cooperative learning, calculator use, and interdisciplinary and non-routine problems. Content is integrated into the curriculum by continued course adjustments aligned with NCTM standards and discussed at interdisciplinary staff meetings.

#### **4. Instructional Methods:**

Our system of individualized instruction, using Learning Activity Packets (LAPs), meets students' diverse needs by permitting students to progress at their own pace. The LAP system allows teachers to differentiate content, process, and product. Teachers may differentiate content by modifying assignments, or objectives based on students' needs, abilities and learning styles. Differentiation of process involves using various materials or media such as technology, Promethean Boards, videos, etc. Teachers differentiate product by giving students various opportunities to demonstrate what they learn, e.g., projects, tests, oral examinations, essays, etc. Strategies teachers use to differentiate instruction in all courses includes tiered assignments, interest groups, flexible grouping, learning contracts, and choice boards. These techniques are effective with diverse subgroups of students, including those with disabilities. Working with our teacher of Special Education, teachers provide accommodations for such as extended time or resource room support. Our LAP format, based on the Core Curriculum objectives of the School District of Philadelphia, lends itself to differentiation of instruction. Some examples of differentiation in Social Studies involve writing an essay, making a presentation, or participating in debates or mock trials. In Science, differentiation of process may include the use of technology based applications, probe ware, TI-83+ calculators, Promethean boards, computer lab simulations and digital lab investigations. Visual and Performing Arts use artists in residence in drama, dance, art and music offering training in specific techniques, special software for transposing original compositions, anime art programs, making Japanese woodblock prints, one-on-one instruction, Asian theatre, and Shakespeare competitions. We approach our Core Curriculum objectives by incorporating Project Based Learning (PBL), another way to differentiate instruction. FLC's project and problem-based approach is an important part of maintaining a student-centered learning environment. The PBL pedagogy is practiced through five components: student voice and choice, real world connections, learning by doing, modern technology tools, and higher order thinking. Teachers integrate these components to their standards-based Learning Activity Packets and to their everyday instructional practices. Funded by the Magnet Schools Assistance Program (MSAP) Grant, Franklin Learning Center has a full-time project/problem based learning pedagogical coach to help the teachers implement their PBL processes and products.

#### **5. Professional Development:**

Franklin Learning Center offers a variety of professional development opportunities for its staff. We hold one-hour staff meetings weekly covering School District of Philadelphia professional development agendas and school specific training topics. Additionally, teachers can participate in two-hour professional development focus groups after school, some for specific subject areas or grade levels, and others for interdisciplinary collaboration, and specialized topics. During the school day, a full-time auxiliary substitute is available to cover classes, creating time for teachers to learn best practices through individualized training and peer observations. Approximately, three times per month, educational technology specialists from the School District of Philadelphia visit FLC providing training in learning tools such as the Promethean board, Mac and PC programs, and other electronic learning devices. The School District of Philadelphia also offers extensive professional development opportunities for staff members on topics such as classroom management, data driven instruction, and programs to support student achievement of diverse groups of students. Additional opportunities exist for faculty to attend professional development outside the District. Topics of professional development relate directly to improving students' achievement at FLC. Some of the topics from our recent sessions include student voice and choice, an ethic of care in the classroom, differentiated instruction, test taking strategies emphasizing the PSSA, promoting higher order thinking in the classroom, classroom management for a Project Based Learning community, and interdisciplinary project planning. All professional development connects with the Pennsylvania Standards for each content area. For example, teachers received training on topics such as writing measurable objectives, teaching comprehension and writing strategies across the curriculum, and integrating differentiated instruction in 21st century classrooms. Teachers have also learned how to incorporate open-ended problem solving in Mathematics, inquiry based learning, and effective strategies to support ELL students and those with various disabilities. The impact of the professional development sessions has helped the faculty to address the deficiencies identified in various assessments. Additionally, teachers unfamiliar with Project Based Learning and digital technology are now using of

computer technology and best practices in the classroom. This has resulted in greater student involvement in their learning and improved student achievement measured by performance on standardized tests.

## **6. School Leadership:**

At Franklin Learning Center, the principal and assistant principal supervise the operations of the school with invaluable contributions from the staff. Because all members of the school community share the same vision, the standard that drives all decisions is improving student achievement and meeting AYP. The administration works diligently to promote shared -decision making and teacher collaboration. Each subject area teacher and support person plays an important role in fulfilling our goals. Together with the administration, teacher leaders of Core Curriculum subjects, the deans of our mini-schools, a counselor, our roster chair, a parent, and our athletic director serve on our leadership team. The Principal/Assistant Principal facilitate instructional leadership meetings, evaluate teacher performance, monitor student achievement, provide support with human and financial resources, and articulate the vision among instructional staff, parents, community. Deans have responsibility for implementing student-centered activities, advancing a cohesive thematic approach among teachers, and forming advisory committees for support, resources, and program evaluations. Administration, Subject leaders, and the project based learning consultant provide instructional leadership to improve student achievement. They focus on improving planning, instruction, and classroom management skills. Teachers, the Philadelphia Federation of Teachers (PFT) Building Committee, parents, and students contribute to our annual School Improvement Plan and accompanying Action Plan, making adjustments throughout the year. Our Action Plan focuses on improving student achievement, especially the achievement of those students below proficiency. This annual plan details priorities, strategies, goals, timelines and budgets to support student achievement. Administration maintains an open door policy for students and teachers to discuss concerns. Parents, the Home and School Association, and community members have a voice in decisions and meet with the administration, counselors, teachers, and deans. To promote project based learning and the use of technology as a learning tool, the Principal manages a seven million dollar grant funded by the Federal Government, providing 30 smart boards, 250 laptop computers, and 250 stationary computers. Teachers can observe each other using an I-Walk through tool. The principal expects every teacher to assume a leadership role in analyzing this data and using best practices to improve student achievement. Last year, the principal received the district's Lindenbaum Award, recognizing excellence in leadership.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2009,08,07,06,05 Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	74	71	62	46	33
% Advanced	23	21	17	16	7
Number of students tested	128	137	117	130	136
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	74	71	62	46	33
% Advanced	23	21	17	16	7
Number of students tested	128	137	117	130	136
<b>2. African American Students</b>					
% Proficient plus % Advanced	79	64	52	43	23
% Advanced	28	12	11	14	0
Number of students tested	76	78	54	65	56
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	72	92		16	26
% Advanced	29	25		8	5
Number of students tested	14	12		13	19
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	61	69	71	53	36
% Advanced	11	13	15	21	11
Number of students tested	25	32	34	38	36

Notes:

The table did not permit the entry of data for our Asian sub group.



Subject: Reading

Grade: 11 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2009,08,07,06,05 Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	77	75	68	68	54
% Advanced	20	19	9	17	13
Number of students tested	128	137	117	130	136
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	77	75	68	68	54
% Advanced	20	19	9	17	13
Number of students tested	128	137	117	130	136
<b>2. African American Students</b>					
% Proficient plus % Advanced	80	72	67	69	63
% Advanced	18	12	9	17	11
Number of students tested	76	78	54	65	56
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	57	92		33	43
% Advanced	21	33		8	11
Number of students tested	14	12		13	19
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	82	75	62	71	56
% Advanced	21	19	6	36	25
Number of students tested	25	32	34	38	36

Notes:

The table did not permit the entry of data for our Asian sub group.